

# Inspection of The Sheffield City College Nursery

Granville Road, Sheffield, South Yorkshire S2 2RL

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Inspection date: 27 October 2023

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children and their families are greeted in a spacious and welcoming reception area that reflects the diversity of the families using the nursery. Children arrive happily and ready to play. They choose their name label and place it on their peg. Staff provide a tray for each child where they can put things. This helps children to have a sense of belonging in the nursery. Children happily wave goodbye to their parents and feel safe in the nursery.

Staff are affectionate and enjoy the company of babies and young children. They sit among them as they sprinkle and scoop rice. Children blow, clap and laugh. Staff recognise what children are learning during activities. For example, they know that playing with the rice develops children's fine motor skills. Staff support children to learn new vocabulary and make shapes with their mouths to help begin to form words. They support individual children, such as by offering breakfast to children who arrive late and sitting alongside them as they eat. Staff use simple language and accompany key words with sign language to help all children feel included.

Staff develop the children's love of books and reading. Children anticipate the enjoyment and connection of reading together and gather around staff in the reading area. Staff read with expression, ask questions and praise children so that they are engaged and interested. Staff listen to individual children and enthusiastically encourage their language and interactions. Children learn to listen to each other and to take turns with resources.

### What does the early years setting do well and what does it need to do better?

- Children have free-flow access in each room to an enclosed outdoor area and can choose where to play. They have freedom and space to explore safely. Leaders say this is important because some children do not have access to an outdoor area at home. Staff are enthusiastic to continue to develop the more natural outdoor area.
- Staff gather children's starting points from parents. They recognise the importance of children being given time to settle so that they become happy and confident learners. Leaders design a curriculum that is adaptable and helps them to decide what needs to be taught next. Staff plan activities to incorporate children's celebrations, the community and children's interests. They focus on younger children developing a sense of belonging, and on communication and language skills.
- Staff offer children sensory activities based around topics, such as cutting up and exploring vegetables. Children touch, smell and explore pumpkins. Staff work well as a team and support each other. However, some staff hurry their interactions with children, which does not give all children time to process and

respond.

- Staff provide children with a home-cooked lunch each day. Leaders design a varied menu that represents the diversity in the nursery. Children sit together at tables and have time to practise using cutlery. Older children help to lay the table and line up to be served with lunch. They carry their plates back to the table and staff encourage them to pour their own drinks. However, not all children know what is expected and staff support is not consistent. As a consequence, some children are unsure about what is expected of them.
- Staff teach older children to brush their teeth at the beginning of the afternoon. However, despite a routine, there are occasions when some children are not engaged and some staff do not deal with minor conflicts between children consistently.
- There is an established key-person system throughout the nursery. Staff take time to get to know children and their families. They share information with parents in daily conversations, parent meetings, reports and through an app.
- Parents say that the setting is 'marvellous'. They say that staff have helped them to find support and information about their children, especially children with special educational needs and/or disabilities and who speak English as an additional language. Parents say that staff recognise gaps in their children's learning and set up activities for individual children. They report that their children make excellent progress, especially in their communication, language and singing. Parents comment that when they have a concern, staff listen and respond quickly.
- Leaders carry out regular supervision meetings and appraisals with staff where they identify staff's training needs. They have introduced improvements that include key staff being included in meetings with outside agencies and other professionals. Staff say this enhances their practice and their understanding of working with other agencies and professionals.

## Safeguarding

The arrangements for safeguarding are effective.

Staff know how to recognise the possible signs and symptoms of abuse. All staff have received safeguarding training. They know how to respond if they suspect a child is being abused and where to get more help and support. Leaders follow safe recruitment guidelines and all staff receive an induction. Staff complete risk assessments in all areas of the nursery and there is an evacuation procedure in place. Staff identify parents before they enter the nursery. They complete and share accident forms and existing injury forms with parents. Staff complete attendance registers daily. They record and monitor children's allergies and special dietary needs to keep children safe during mealtimes.

## What does the setting need to do to improve?

**To further improve the quality of the early years provision, the provider should:**

- improve planning for group activities so that all children have time to process information and respond
- review mealtimes for older children so that they have clear guidelines and understand what is expected of them
- develop a consistent approach to supporting children's behaviour so that they know what is appropriate and can learn to regulate their feelings.

## Setting details

<b>Unique reference number</b>	300858
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10305002
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	104
<b>Name of registered person</b>	The Sheffield College
<b>Registered person unique reference number</b>	RP902215
<b>Telephone number</b>	0114 2602818
<b>Date of previous inspection</b>	8 February 2018

## Information about this early years setting

Sheffield City College Nursery registered in 1997 and is located in Sheffield. The nursery employs 19 members of childcare staff. Of these, 17 staff hold appropriate early years qualifications at level 3 or higher, including one member of staff who is qualified at level 6 and one member of staff who holds early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 8am to 5pm. The nursery provides funded early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Caroline Brooks

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and early years professional completed a learning walk with the inspector. They explained about the curriculum and how staff implement it throughout the nursery.
- The inspector held a number of discussions with leaders.
- The early years professional and the inspector carried out a joint observation of a group activity.
- The inspector looked at relevant documentation.
- The inspector spoke to staff during the inspection.
- The inspector observed play and interactions between children and staff.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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